
Unit 3 Travel journal

单元规则

本单元的中心话题是旅游(Travel)，通过旅游日记的方式描述旅行见闻。具体涉及旅游所需的准备工作(包括精神与物质准备)，以及选择安排旅游时间、景点、路线、交通工具等。语言技能和语言知识等都是围绕旅游(Travel)这一中心话题展开的。

为了围绕中心话题开展听、说、读、写活动，本单元安排了八个部分：“热身(Warming Up)”“读前(Pre-reading)”“阅读(Reading)”“理解(Comprehending)”“语言学习(Learning about Language)”“语言运用(Using Language)”“小结(Summing Up)”和“学习建议(Learning Tip)”。

“热身(Warming Up)”部分让学生讨论乘公交车、乘火车、乘船和乘飞机四种不同交通方式的优、缺点，并填入表格中。然后让学生想象自己计划选一个地方去度假，并就度假事宜编一段对话。与同学讨论六个问题，使学生了解旅游的必要手段和必备的费用。目的是培养学生利用网络等资源查阅信息的能力，教师可借此帮助学生掌握一些关于旅游方面的词汇和相关知识，同时提出的六个问题都涉及现在进行时表示将来的用法，为本单元其余部分的学习作好了铺垫。

“读前(Pre-reading)”部分提出了两个问题：沿河居住的人怎样利用河流？世界上有许多大河，如果你只能沿着其中一条河旅游，你会选哪一条？它们不仅与单元主题有关而且与下一部分的阅读材料内容紧密联系，从而导出了话题，并为阅读作好准备。

“阅读(Reading)”部分是 JOURNEY DOWN THE MEKONG (湄公河旅行游记) 的第一部分 THE DREAM AND THE PLAN (梦想与计划)，王坤用第一人称讲述了他和王薇梦想沿湄公河骑自行车旅行，并为之作准备的过程。主要目的是通过阅读培养学生略读、跳读、根据上下文猜测词义等阅读技巧，并使学生了解湄公河的地理风貌，丰富他们的地理知识。

“理解(Comprehending)”部分提供了五个练习。通过问答题的形式、用自己的话解释句子。让学生填写表格列举在课文中王薇和王坤对旅行的相同和不同态度并说明自己的看法、想象自己就是王坤和王薇并利用某一段落的信息编对话以及比较并解释句子的意义，加深学生对课文内容、细节以及重点句子的进一步理解。

“语言学习(Learning about Language)”部分讲述了主要词汇及其运用和重点语法项目(用现在进行时表示将来)。词汇部分设计了三个练习：练习1是利用阅读文章中的单词或短语填空完成句子；练习2是从所给的单词或短语中选择正确的完成句子；练习3是从所给的单词中选择合适的单词完成段落。设计这些练习的目的是帮助学生复习掌握重要词义和词语，并能在具体的语境中正确使用。在这一环节中，教师要引导学生自学、自做、自助、自悟，即指导学生形成自主学习意识，掌握合适的学习策略。语法项目是用现在进行时表示将来，设计了3个练习：练习1是通过观察“热身”部分中的问题来了解用现在进行时表示将来的用法以及这种时态的构成，并要求从阅读文章中找出相似的句子；练习2以记者采访的形式，通过谈论制定旅游计划学习现在进行时表示将来的用法；练习3给出了表示将来的时间状语，要求仿照例句用现在进行时表示将来的句子填空。设计这些练习的目的就是让学生通过具体的语境了解、理解并正确运用现在进行时表示将来的用法。

“语言运用(Using Language)”部分含读和讨论(Reading and discussing)、听和说(Listening and speaking)和写(Writing)三个综合训练。读和讨论(Reading and discussing)是 JOURNEY DOWN THE MEKONG (湄公河旅行游记) 的第二部分 A NIGHT IN THE MOUNTAINS (山中一宿)，主要讲述了她们在西藏山中度过的一宿，爬山路的艰苦及乐趣；听和说(Listening and speaking)围绕中心话题，讲述王薇和王坤在去往大理与表兄弟会面的路上与一个老挝女孩的对话；写(Writing)要求学生把自己想象成王坤的朋友围绕话题

给他写一封短信询问老挝的情况。练习册中与之对应的 Listening、Listening task 和 Reading task 中的语篇分别是 JOURNEY DOWN THE MEKONG (湄公河旅行游记) 的第四、五、六部分。这一部分的主要目的就是培养学生通过阅读、听力等各种途径获取信息的能力, 以及通过小组讨论、说、写等手段培养学生用英语进行交际的能力, 使学生了解生态旅游的概念和意义, 树立为建立人与自然和谐发展而努力的意识。

“小结 (Summing Up)” 部分设计了一个表格, 引导学生从本单元的话题、词汇和语法等方面对所学内容进行归纳总结。这样做的目的是便于学生复习掌握本单元的要点内容, 更重要的是使学生养成良好的学习习惯, 从而提高学习效率, 同时也锻炼了学生的归纳总结的能力。

“学习建议 (Learning Tip)” 部分鼓励学生外出旅行时写旅游日记 (travel journal)。这无论对于提高自己的英语水平, 还是满足许多人喜欢看游记的愿望, 都是极为有益的, 教师应该督促学生养成这个好习惯。

知识目标:

本单元需要学习的重点单词为: journal fare transport Vietnam finally cycle persuade stubborn insist proper properly determine determined altitude valley◆

attitude shorts camp record topic familiar brave

本单元需要学习的重点词组为: one-way fare dream of/about persuade somebody to do something be determined to do something as usual change one's mind give in be familiar with something be familiar to somebody

本单元需要学习的重点句型为:

1. It was my sister who first had the idea to cycle along the Mekong River from where it begins to where it ends. (It is/was. . . who/that. . .)

2. Although she didn't know the best way of getting to places, she insisted that we find the source of the river and begin our journey there. (insist that sb. <should>do. . .)

3. She gave me a determined look—the kind that said she wouldn't change her mind. (the Attributive Clause)

4. Once she has made up her mind, nothing can change it. (Once. . .)

5. It becomes rapids as it passes through deep valleys, traveling across western Yunnan Province. (the present participle used as adverbial)

6. As it enters Southeast Asia, it travels slowly through hills and low valleys, and the plains where rice grows. (the Attributive Clause)

7. It was so quiet in the mountains that night that there was almost no wind, only the sound of the fire. (so that. . .)

8. The topics of a travel journal can be different from a diary, often including people, things, and events less familiar to readers. (including. . .)

本单元需要掌握的交际功能用语为: 祝愿和告别 (Good wishes and farewells)

1. Have a nice/good day/time. Have a nice/good journey/trip.

Good luck! Enjoy yourself! Best wishes to you.

Happy New Year! Merry Christmas! Happy birthday!

2. Thank you. You, too. The same to you.

本单元需要掌握的语法为: 现在进行时表示将来 (The Present Continuous Tense to

express future actions)

When are you leaving?

How are you going there?

Where are you staying?

How long are you staying there?

When are you coming back?

能力目标:

1. 能根据已知信息推测所听材料的内容以及拼写所听有关单词。
2. 能运用所学语言表达将来的计划, 并学会向别人告别和表达祝愿。
3. 学会用英语交流旅游计划, 谈论旅游话题。
4. 掌握理解本单元旅游日记的内容和阅读技巧。
5. 学会写书信谈论旅游感受、描写旅游景观等。

情感目标:

1. 运用所学知识在实际生活中安排旅游, 包括选择地点、选择路线、选择旅游方式、查询费用等。
2. 掌握旅游常识, 学会解决旅游中出现的一些问题。
3. 养成外出旅游时写旅游日记的习惯。
4. 了解生态旅游的概念和意义, 帮助学生树立为建立人与自然和谐发展的环境而努力的意识。

课时安排

This unit helps students make a connection between geography, or the “lay of the land”, and the customs and traditions of the people who live there. The places visited in this unit are close to home: in China and Southeast Asia. Critical thinking skills developed in this unit will include planning for a trip and solving problems after the trip has begun. The skills students are asked to use are set in realistic situations and are intended to make students more resourceful. The focus in this unit is on how to read an atlas to make travel plans and how to find ways to travel. An atlas offers a wealth of information about geography and is one way to increase students’ awareness of their global environment. Use of an atlas especially addresses the needs of students with visual and spatial learning styles. Of course, the photos and maps included in this unit add to the skills taught. Practice with creative writing is continued in this unit. Students learn about the purpose of the journal and how it compares with the diary. Students are also given practice in reading journal entries and writing their own. In the process, they are introduced to the role of sensory detail in descriptive writing. Thus, based on the theme, contents and teaching objectives, the whole teaching procedures can fall into seven periods as follows:

Period 1: Warming up and Reading

Period 2: Important language points

Period 3: Grammar: The Present Continuous Tense for Future Actions

Period 4: Listening

Period 5: Extensive Reading

Period 6: Speaking and Writing

Period 7:Revision (Summing up and Learning tip)

Period 1 Warming up and Reading
整体设计

从容说课

This is the first teaching period of this unit. At the beginning of the class, the teacher can lead in the topic of this unit by brainstorming some questions, such as:Do you like traveling? Why do you like traveling? Where have you ever been before?

As to Warming up, the teacher can follow the steps on Page 17. Its purpose is to get students talking about the six question prompts and the topic of this unit. So it does not matter whether they can find the correct fares. They can estimate, or give a good guess about how much it will cost. The important thing is to get students to carry on conversations in pairs using the Present Continuous Tense to express planned actions in the immediate future. This part helps to make the students ready for Reading.

Before reading the passage, the students should discuss the two questions in the part Pre-reading in pairs. This makes for getting the students thinking about the general topic of the reading passage.

The reading passage is the first part of JOURNEY DOWN THE MEKONG. It gives students the background about the bike trip, especially the planning that went into it. This part also introduces students to the four young people who made the trip:Wang Kun, the writer of the journal and his sister, Wang Wei, and their cousins Dao Wei and Yu Hang. This section also introduces students to many of the geographical terms they will use throughout the Students' Book and Workbook parts. So, the teacher can ask the students first to read quickly to get the main idea of the passage and topic sentence of each paragraph, then read carefully to locate particular information for Exercise 1 in Comprehending (on Page 19), and finally do Exercise 2:List the countries that the Mekong River flows through. During the course of reading teaching, the teacher can not only develop students' reading ability, including skimming, scanning and further understanding, but also get the students to learn the common knowledge about travel and the Mekong River. Because there are too many new words in the reading passage, in order not to let students feel much difficult, the teacher should deal with any language problems while they are reading.

After reading the passage, the students should discuss in pairs:Wang Wei' s and Wang Kun' s similar and different attitudes about the trip.

To consolidate the contents of the reading passage, the students should be required to retell the story at the end of the class. In order to arouse the students' interest, the teacher can hold a competition between groups.

教学重点◆Get the students to learn different reading skills.

教学难点◆Develop the students' reading ability, especially the ability of understanding implied meanings.

教学方法

1. Task-based teaching and learning
2. Cooperative learning
3. Discussion

教具准备

The multimedia and other normal teaching tools

三维目标

Knowledge aims:

1. Get the students' to learn the following useful new words and expressions in this passage: journal fare transport Vietnam finally cycle persuade stubborn insist proper properly determine determined altitude valley attitude change one's mind◆

give in

2. Get the students to learn about the usage of The Present Continuous Tense to express future actions.

Ability aims:

Develop the students reading ability and let them learn to use some reading strategies such as skimming, scanning, and so on.

Emotional aims:

Stimulate the students' love for nature by getting them to know the greatness of a river.

教学过程





设计方案（一）








→Step 1 Lead-in and Warming up

1. Brainstorming some questions

Do you like traveling? Why do you like traveling? Where have you ever been before? How did you get there? If you are given a chance to travel around the world, what kind of transportations will you use and why?

Show the chart and ask students to discuss it in pairs.

Name of the transportations	Means of transportation	Reasons
	by car (in a car)	
	by bike	
	by plane (by air)	
	by train (on a train)	

	by bus (on a bus)	_____
	by ship (by water or by boat)	_____
	in a hot balloon	_____
	by motorbike (on a motorbike)	_____
	by jeep	_____
	by truck	_____
	in a plate	_____

2. Following the steps of the Warm up on Page 17.

→Step 2 Pre-reading

1. Imaging and sharing

Do you like traveling along a river? What role does a river play in people's daily life? That is, how do people who live along a river use it?

Suggested answers:

People can drink the water in a river.

People can wash their clothes in a river.

People can swim in summer and skate in winter.

People can irrigate their fields.

People can use a river to produce electricity.

People can travel along a river.

. . .

2. Talking and sharing

As is known, the world has many great rivers. On the left are names of some great rivers and the right locations where the rivers lie. Please match them.

Names of River Locations

Mekong◆Germany

Rhine◆China, SE Asia

Nile◆Egypt

- Congo◆England
- Thames◆Central Africa
- Amazon◆US
- Mississippi◆Brazil

Ask the students: If you could travel down only one of them, which one would you choose? Why?

→Step 3 While-reading

1. Skimming

1) The students read the passage quickly and answer the question: What are Wang Kun and Wang Wei going to do?

2) Fill in the table:

Type of writing	
Main idea of the passage	
Topic sentence of the 1st paragraph	
Topic sentence of the 2nd paragraph	
Topic sentence of the 3rd paragraph	

Suggested answers:

Type of writing	This is a travel journal.
Main idea of the passage	Wang Kun and Wang Wei's dream of taking a great bike trip, their different attitudes, Wang Wei's determination, and their preparations for the trip.
Topic sentence of the 1st paragraph	It was my sister who first had the idea to cycle along the Mekong River.
Topic sentence of the 2nd paragraph	Although she didn't know the best way of getting to places, she insisted that we find the source of the river and begin our journey there.
Topic sentence of the 3rd paragraph	We found a large atlas with good maps that showed the details of the world geography.

2. Scanning

1) Go through Comprehending Exercise 1 and make sure the students know what to do. Let them read the whole passage again to locate particular information and answer each question on Page 19.

2) Choose the best answers according to the passage.

(1) What's the author's attitude towards his sister, Wang Wei?

- A. He doesn't like her at all.
- B. He is a bit proud of her and admires her.
- C. He has to obey her because she is his sister.
- D. He thinks that her knowledge of geography is very poor.

(2) Altogether there are _____ people who have to take the great bike trip.

- A. one B. two C. three D. four

(3) According to the text, which of the following statements is not true?

A. Wang Kun thinks that it is too cold and too high to start their trip in Qinghai.

B. They found a large atlas with good maps in the library.

C. At first, the Mekong River is small, and the water is clear and warm.

D. The Mekong River finally flows into the South China Sea.

(4) Which is the proper order according to the text?

a. The Mekong River enters the South China Sea.

b. The Mekong River begins at a glacier on a Tibetan mountain.

c. At first, the Mekong River is small, and the water is clear and cold.

d. The Mekong River enters Southeast Asia.

e. The Mekong River travels across western Yunnan Province.

f. The Mekong River leaves China.

A. b, c, e, f, a, d

B. b, c, e, f, d, a ◆

C. c, b, e, f, d, a

D. c, b, f, e, a, d

(5) It can be inferred from the passage that Wang Kun is a _____ person.

A. brave ◆ B. kind ◆ C. timid ◆ D. careful

Suggested answers:

(1) B (2) D (3) C (4) B (5) D

3. Language problems

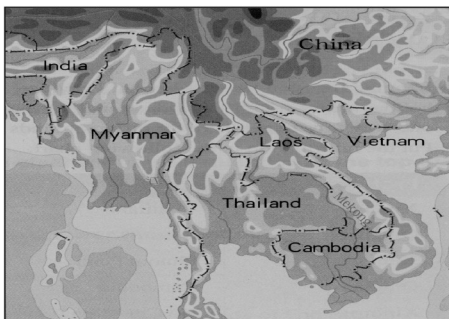
While checking the answers with the whole class, deal with any language problems to see whether the students can guess the meanings of new vocabulary such as persuade, determined, altitude, etc.

4. Reading aloud to the recording

Play the tape of the passage for the students to listen and follow.

5. Listing the countries that the Mekong River flows through.

The students read the map and the third paragraph to list the countries that the Mekong River flows through.



Suggested answer: China, Laos, Thailand, Cambodia, Burma, Vietnam.

→ Step 4 After-reading

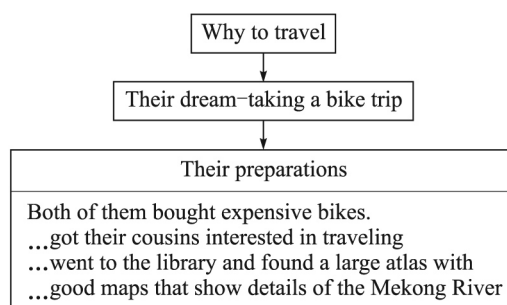
The students discuss in pairs: Wang Wei's and Wang Kun's similar and different attitudes about the trip (Comprehending Exercise 3 on Page 19), then

fill in the chart.

Similar attitudes about the trip	Different attitudes about the trip
Both Wang Wei and Wang Kun think. . .	Wang Wei believes. . .
1.	1.
2.	2.
3.	Wang Kun believes. . .
4.	1.
	2.

→Step 5 Consolidation

Ask some students to retell the passage in the third person referring to the chart.



One possible version

Wang Kun and his sister Wang Wei dreamed about taking a great bike trip ever since their middle school days. After graduated from college, they got a chance to do it. It was Wang Wei who first had the ideas to cycle along the Mekong River from its source. They both bought expensive mountain bikes. They also got their cousins Dao Wei and Yu Hang to go who were interested in cycling, too.

Wang Wei was a stubborn girl. Although she didn't know the best way of getting to places, she insisted that they should find the source of the river and began their journey there. When she heard the source of the Mekong River was in Qinghai, she wouldn't change her mind. She was even excited when she knew that their journey would begin at an altitude of more than 5000 meters. She also thought that it would be an interesting experience.

Before the trip, they went to the library, where they found a large atlas with good maps. From the atlas, they learnt more information about the Mekong River.

→Step 6 Homework

1. Finish off the workbook exercises.
2. Retell the passage in your own words within 200 hundred words.

设计方案（二）

→Step 1 Lead-in and Warming up

1. Brainstorming some questions
2. Following the steps of the Warm up on Page 17.

→Step 2 Pre-reading

1. Imaging and sharing

Do you like traveling along a river? What role does a river play in people's daily life? That is, how do people who live along a river use it?

2. Talking and sharing

As is known, the world has many great rivers. Match names of some great rivers with their locations where the rivers lie.

Ask the students: If you could travel down only one of them, which one would you choose? Why?

→Step 3 While-reading

1. Scanning

The students read the passage quickly and get the topic sentence of each paragraph.

2. Skimming

Read the whole passage again to locate particular information and answer each question (Comprehending Exercise 1 on Page 19).

3. Language problems

While checking the answers with the whole class, deal with language problems.

4. Reading aloud to the recording

5. Listing the countries that the Mekong River flows through.

→Step 4 After-reading

The students discuss in pairs: Wang Wei's and Wang Kun's similar and different attitudes about the trip (Comprehending Exercise 3 on Page 19).

→Step 5 Consolidation

Ask some students to retell the passage in the third person.

→Step 6 Homework

1. Finish off the workbook exercises.

2. Retell the passage in your own words within 200 hundred words.

板书设计

Unit 3 Travel journal

PART 1 THE DREAM AND THE PLAN

Type of writing	This is a travel journal.
Main idea of the passage	Wang Kun and Wang Wei's dream of taking a great bike trip, their different attitudes, Wang Wei's determination, and their preparations for the trip.
Topic sentence of the 1st paragraph	It was my sister who first had the idea to cycle along the Mekong River.
Topic sentence of the 2nd paragraph	Although she didn't know the best way of getting to places, she insisted that we find the source of the river and begin our journey there.
Topic sentence of the 3rd paragraph	We found a large atlas with good maps that showed the details of the world

活动与探究

Surf the Internet and get more information about the Mekong River.

Sample passage:

Mekong River—The Lifeblood of Southeast Asia

The Mekong River is the heart and soul of mainland Southeast Asia. The 12th longest river in the world, the Mekong runs 4800 kilometers from its headwaters on the Tibetan Plateau through Yunnan Province of China, Burma, Thailand, Cambodia, Lao PDR and Vietnam.

Over 60 million people depend on the Mekong and its branches for food, water, transport and many other aspects of their daily lives. Its annual flood drought cycles are essential for the sustainable production of rice and vegetables on the floodplains and along the riverbanks during the dry seasons. Known as the Mother of waters, the river supports one of the world's most diverse fisheries, second only to the Amazon. This vital ecosystem and lifeblood of the region is currently under threat. Over the past ten years, more than 100 large dams have been proposed for the Mekong basin by institutions like the Asian Development Bank (ADB) and the Mekong River Commission. Some of these projects have already been built.

One of the greatest threats is China's plans to construct eight dams on the Upper Mekong Lancang. Two of these dams have already been completed, and construction on the third project, Xiaowan, began in January 2002. These dams will have widespread impacts on the livelihoods of Mekong communities and on the natural ecology of the river system.

In Laos, IRN is working to stop World Bank support for the Dam and ensure that communities receive just compensation for losses suffered due to the ADB-funded Nam and Dams. IRN is also monitoring broader regional water resource developments, particularly those funded by the ADB.

In Thailand, IRN has been working with communities affected by the Pak Mun and Rasi Salai dams who are campaigning for the gates of both dams to be permanently opened and for the Mun River to be restored.

IRN is also monitoring the impacts of the Yali Falls Dam in Vietnam, which has affected communities in both Vietnam and Cambodia.